DOCUMENT RESUME

ED 034 042 VT 009 641

TITLE Guided Occupational Training. A Vocational Work Experience Program for Intellectually Limited and Educationally Handicapped Students. Final Report.

INSTITUTION New York State Education Dept., Albany. Bureau of Occupational Education Research

Pub Date Jun 69

Note 64p.

EDRS Price EDRS Price MF-$0.50 HC-$3.30

Descriptors Counseling, Curriculum, *Educationally Disadvantaged, General Education, High Schools, Individual Characteristics, *Mentally Handicapped, Program Evaluation, Psychological Tests, Questionnaires, *Research Projects, Slow Learners, Vocational Education, *Work Experience Programs

Abstract

Twenty-four intellectually limited and educationally handicapped 10th grade students participated in the first year of the Guided Occupational Training program of the Oceanside Senior High School. An academic core of English, citizenship, and mathematics was blended with classes in one of the following areas: (1) business education and office skills, (2) home economics and food trades, (3) prevocational-industrial education, and (4) distributive education. Depending on their age, interests, and aptitudes, students also worked in private employment or some unit of the school system related to the occupational courses they were studying. In addition, each student attended weekly group counseling sessions and individual sessions as needed. There were no dropouts from the experimental group, compared to a 25 percent rate in the control group. While academic growth was limited, there was significant growth of employer satisfaction with gains in the areas of motivation and attitudes toward self, peers, and society. School attendance and in-school behavior improved. Implications for educating other youths with special needs are suggested. (JK)

ED034042

RESEARCH COORDINATING UNIT

Guided Occupational Training

A Vocational Work Experience Program for Intellectually Limited and Educationally Handicapped Students

Final Report

VEA Project No. 68-6-256

January 1969

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Occupational Education Research
Albany, New York 12224

VT003641

ED034042

Final Report

VEA Project No. 68-6-256

Guided Occupational Training

A Vocational Work Experience Program for Intellectually Limited and Educationally Handicapped Students

Project Directors:

Morton H. Schwartzstein

Matthew Levy

Union Free School District #11
145 Merle Avenue, Oceanside, New York

The University of the State of New York
The State Education Department
Bureau of Occupational Education Research

June 1969

VT009641

6869/2/02302/2444

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University
(with years when terms expire)

1984 JOSEPH W. McGOVERN, A.B., LL.B., L.H.D., LL.D., D.C.L., *Chancellor* - - - - New York
1970 EVERETT J. PENNY, B.C.S., D.C.S., *Vice Chancellor* - - - White Plains
1978 ALEXANDER J. ALLAN, JR., LL.D., Litt.D. - - - - - - Troy
1973 CHARLES W. MILLARD, JR., A.B., LL.D., L.H.D. - - - - Buffalo
1972 CARL H. PFORZHEIMER, JR., A.B., M.B.A., D.C.S. - - - Purchase
1975 EDWARD M. M. WARBURG, B.S., L.H.D. - - - - - - - - New York
1977 JOSEPH T. KING, LL.B. - - - - - - - - - - - - - Queens
1974 JOSEPH C. INDELICATO, M.D. - - - - - - - - - - - Brooklyn
1976 MRS. HELEN B. POWER, A.B., Litt.D., L.H.D. - - - - Rochester
1979 FRANCIS W. McGINLEY, B.S., LL.B., LL.D. - - - - - Glens Falls
1980 MAX J. RUBIN, LL.B., L.H.D. - - - - - - - - - - - New York
1971 KENNETH B. CLARK, A.B., M.S., Ph.D., Litt.D. - - - - Hastings on Hudson
1982 STEPHEN K. BAILEY, A.B., B.A., M.A., Ph.D., LL.D. - - Syracuse
1983 HAROLD E. NEWCOMB, B.A. - - - - - - - - - - - - Owego
1981 THEODORE M. BLACK, A.B. - - - - - - - - - - - - Sands Point

President of the University and Commissioner of Education (Acting)
EWALD B. NYQUIST

Deputy Commissioner for Elementary and Secondary Education
HERBERT F. JOHNSON

Associate Commissioner for Elementary, Secondary and Continuing Education
WALTER CREWSON

Associate Commissioner for Research and Evaluation
LORNE H. WOOLLATT

Assistant Commissioner for Research and Evaluation
WILLIAM D. FIRMAN

Assistant Commissioner for Occupational Education
ROBERT S. SECKENDORF

Director, Division of Research
CARL E. WEDEKIND

Chief, Bureau of Occupational Education Research
LOUIS A. COHEN

FOREWORD

This report depicts an innovative approach to serve youth with special needs and may with local modifications serve as a model for implementation in the junior and senior high schools throughout the United States. The Guided Occupational Training (GOT) program at Oceanside is a work-study or cooperative training program with a special curriculum designed to strengthen the social, economic, and educational skills needed for youth who are potential dropouts.

School administrators interested in demonstrating this type of program's effectiveness are invited to write to the New York State Education Department, Bureau of Occupational Education Research, Albany, New York 12224 for further information and guidance.

CARL E. WEDEKIND, *Director*
Division of Research

ABSTRACT

Of all school children in the United States, 17 to 20 percent are classified as slow learners. These youth need special educational services to encourage them to remain in school and gain the training necessary for earning a living and becoming contributing members of society.

For this purpose, the Guided Occupational Training (GOT) program was initiated in 1967 at the Oceanside Senior High School of the Union Free School District #11, Oceanside, New York. Twenty-four intellectually limited and educationally handicapped 10th grade students participated in the first year.

Basically a vocational program, GOT emphasized progressive work experiences, vocationally oriented scholastic courses, and supportive counseling to build self-confidence. To meet each of the students' educational needs, an attempt was made to plan individualized work-study programs. An academic core of English, citizenship education, and mathematics was blended with classes in one of the vocational fields of business education and office skills, home economics and food trades, prevocational-industrial education, or distributive education. Depending on their age, interests, and aptitudes, students also worked in private employment or some unit of the school system related to the occupational courses they were studying. In addition, each student attended weekly group counseling sessions and the individual sessions as needed.

Results from follow-up studies and surveys of the first year of the GOT program show the above approach to be a sound method of training and educating the slow learning students. The program was especially successful at keeping students in school. There were no dropouts from the experimental group, compared to a 25 percent dropout rate in the matched control group. While academic growth was limited, there was significant growth of employer satisfaction with the students. Gains in the areas of motivation and in attitudes toward self, peers, and society were attributed to the intensive counseling. Scholastic attendance and in-school behavior also improved.

The project directors of the GOT program feel it should be continued for the full 3 years. The initial success of the program has implications for educating other youths with special needs. These implications should be carefully considered in planning and funding future programs.

TEACHERS

The Guided Occupational Training program began the school year with one teacher for both morning and afternoon groups of students. Each student attended regular gym classes, but had a specialty area teacher in business education and office skills, home economics and food trades, prevocational-industrial education, or distributive education.

At midyear it became necessary to replace the core teacher with two part-time teachers—one each for the morning and afternoon groups.

The following teachers participated:

Richard Korn	Core
Mrs. Denise Tempro	Core
Mrs. Libby Fischer	Core
William Wallace	Prevocational-Industrial
Mrs. Gloria Faine	Home Economics
Leo Liebow	Business and Distributive Occupations
Vincent Nawrocki	Chairman of the Business Department Assisted in the writing of the business and distributive curriculums

Contents

Abstract v

Teachers vi

Chapter I Introduction 1

Chapter II Review of Literature 2

Chapter III Problem 9

Curriculum 10

Philosophy 15

Objectives 16

Selection of Students 17

Organization of Classes 20

Grading System 21

Counseling 21

Control Group 21

Work Study Programs 22

Supervision of Work Experience 23

Chapter IV Methods 24

Characteristics of Subjects for the Study 24

Overall Approach 24

Instruments Used 25

Chapter V Results 29

Number of Counselor Contracts 29

The Scholastic Testing Services Youth Inventory 29

Sequential Tests of Educational Progress 30

Study of Personal Values 32

Study of Interpersonal Values 33

Attendance 34

Parent Mid-year Questionnaire 34

Chapter VI Recommendations, Summary and Implications 36

Bibliography 40

Appendix 43

Chapter I

INTRODUCTION

> "There are approximately 80 million children in the United States. Of this number from 13 to 16 million, or roughly 17 to 20% are or can be classified as slow learners. By 1970, the Bureau of Census predicts that the number of children under 21 years of age will be close to 86 million. Thus, it can be anticipated that the number of slow learners will rise proportionately and reach the 14 to 17 million mark by 1970."[1]

It is therefore imperative that school and community agencies provide appropriate educational offerings and services for these youth so that they will remain in school and be provided with experiences that will enable them to earn a living, a prerequisite to adulthood and also a prerequisite to becoming contributing members of society.

The youth in this study are slow learners. The aim of this study is to provide an educationally and emotionally satisfying school program while preparing these youngsters to assume their places as self-sufficient, productive members of an adult society.

In the first year of this experimental program 24 youngsters were given a work-study program involving curriculum geared to their individual needs, intensive counseling, and on-job supervision. The following pages provide the detailed evidence of the program and how it operated. Included are anecdotal comments about the youngsters and the statistical results applicable to the study.

---

[1] Final report of project RD-1075, Champaign Community Unit IV Schools, Champaign, Ill. (August, 1966).

Chapter II

REVIEW OF LITERATURE

In reviewing some of the literature available on the slow learner, the following quotations seem to have particular significance for this study.

A good summary of the needs of nonacademic (slow learning) pupils is given by Kenneth N. Nickel:

> "1. Developing essential abilities. (Good work habits, following oral and written instructions, handling everyday number concepts, transferring information and skills learned in school to concrete situations, asking and answering questions accurately).
> 2. Educating for the democratic way of life.
> 3. Becoming occupational adjusted. (Learning to find, procure and keep a job, learning to get along with fellow workers and employer, gaining an understanding of one's own abilities and limitations).
> 4. Acquiring social competency (Respect for laws, appreciation of home and family, physical fitness, community responsibilities, effective consumer education, meeting and working with others).
> 5. Learning to use leisure time well (extra-curricular activities) hobbies, clubs, sports, selection and evaluation of television and movies."[2]

The literature places slow learners somewhere in the 70 to 95 I.Q. range. These educational writers agree that slow learners are characterized by poor powers of concentration, incapability of abstract reasoning, poor study habits, and inability to comprehend and follow directions. These children are easily distracted, motivated chiefly by concrete experiences, very personal, and short-term interests. They learn at a slower rate and with less depth of understanding and retention, showing disabilities in such academic endeav-

---

[2] Kenneth N. Nickel, "Better Education for Non-academic Pupils," *North Central Association Quarterly,* XXXI (April, 1957), pp. 351-384.

ors as reading, language arts skills, and arithmetic reasoning. There is usually a lack of interest in the conventional school curriculum.

Despite this lack of interest, the slow learners share similar needs with other youths. For example:

> "The imperative needs of youth of secondary school age, for example, are the same for the slow learner as for other children—salable skills, good health and physical fitness, the ability to assume the rights and duties of democratic citizenship, successful family living, consumer education, knowledge of scientific influence on life, appreciation of beauty, respect for others, growth in moral and spiritual values, and effective communication with other people."[3]

For most slow-learning children, the fulfillment of the above needs is more difficult than for average children. In some cases, substitute goals of a lower order, limited satisfaction of certain needs, or a reorientation to more realistic goals and to the inescapable fact that some skills are beyond their reach or contact is required.

> "Slow learners need much more help from the school staff than do regular children. They need self-respect, sympathy, understanding of their difficulties, and the help to make these possible. They must have experience in the total school environment. They need identification with the school and its activities just as regular children.
>
> "To develop a sense of well-being and growth, the ego must be repaired so that the pupil is no longer frustrated, bewildered, and depressed. Frequent and generous doses of praise and approval should be given for the slow learner's snail-paced efforts.
>
> "The slow learner needs rewards rather than punishment. However, he needs to win his spurs through actual achievement—success must be genuine. He should not be coddled or fooled into success. The effects of punishment are primarily emotional and affect performance rather than learning."[4]

---

[3] "The Imperative Needs of Youth of Secondary School," Bulletin No. 745, The National Association of Secondary School Principals, Washington, D.C. (March, 1947).

[4] Fred G. Lechner, "The Challenge of the Slow Learner," *The Agricultural Education Magazine,* XXIX (April, 1957), pp. 232-3.

Ishmel Utley states that the slow learner is neither mentally retarded nor average, but he is often treated as if he were one or the other. He is not recognized by a blank expression on his face or slowness of movement. He can be characterized by the following symptoms: (1) he cannot learn as fast as his peers; (2) he lives in a world of concrete objects and situations and thus has little interest in abstractions; (3) his memorization is often difficult and arduous; (4) he can solve problems if he sees the connection between the problem and the world in which he lives.[5]

Havighurst and Stiles, in describing the group of youths as alienated, state:

> "The 'alienated' is an appropriate name for this group, because it expresses the fact that they are somehow alien to the larger society in which they live. Such youth have been unsuccessful in meetin the standards set by society for them—standards of behavior, of learning in school, of performance on the job. By the time they reach adolescence these boys and girls are visible as the misfits in school. Either they are hostile and unruly, or passive and apathetic. They have quit learning and have dropped out of school psychologically two or three years before they can drop out physically."[6]

Abraham S. Ribicoff, former Secretary of Health, Education and Welfare, testifying before a subcommittee concerned with a pending bill, made this statement regarding the relevance of schooling to employment and social adjustment:

> "The relation between inadequate schooling, difficulty in securing employment, and delinquency is an important one. As we have seen the peak ages for delinquency come at the years when the young person is faced with the transition between school and work. When his education seems irrelevant and painful and the job market is retreating, the adolescent male is caught in a cross fire, and lack of support in bridging this gap leaves his vulnerable to anti-social paths of action."[7]

---

[5] Ishmel Utley, "The Slow Learner in the Secondary School," *Education*, LXXXI (February, 1961), pp. 341-4.

[6] R. J. Havighurst and L. J. Stiles, "National Policy for Alienated Youth," *Phi Delta Kappan*, (1961).

[7] Abraham S. Ribicoff, Testimony of the Juvenile Delinquency of Youth Offense Control Act of 1961, (July, 1960).

In the study, *The Evaluation of Their High School Curriculum by Prospective Teachers,* Clarence Fielstra reported,

> "When a group of 300 prospective teachers enrolled at the University of California, Los Angeles, were asked to evaluate the curriculum of the high schools they attended, they were asked, in particular, to indicate the extent to which each of their imperative needs had been met by the Education Policies Commission through their high school programs. Of the ten imperative needs, the one for occupational guidance and training was reported by these University students to be one of the least well met. In fact, they said, eight other needs were better met than this one, and only the need for consumer education was less well met."[8]

Professor Beaulah Compton asserted at the Area Principal's Institute, University of Minnesota, during the summer of 1963, that . . .

> "The school is governed by middle class values and strives to project the heritage of middle class culture and the majority of educators come from the middle class group; the program of the school is geared to the middle class child in spite of the commitment to individual differences and the education of all children."[9]

Most alienated youths come from low income homes; most fall in the I.Q. range of 72 to 90, and almost all drop out of school at age 16 or younger. They tend to come from broken homes or homes emotionally and culturally inadequate. Educational offerings to the slow learner student at this time generally consist of watered-down programs in English, social studies, industrial arts, distributive education, home economics, and business education. The haphazard means of program decision include the skills and interests of the teacher, department chairman, and school administrators, rather than any broad, general curricula planning.

---

[8] Clarence Fielstra, "The Evaluation of Their High School Curriculum By Prospective Teachers," *Journal of Education Research,* (March, 1968) pp. 513-520.

[9] Professor Beaulah Compton, Area Principal's Institute, University of Minnesota, (1963).

Symptomatic of this type of student is a high absentee and tardiness record, primarily because the educational programs offered have little meaning to this student.

Robert Karlin has noted that the slow learners cannot quite "keep up," usually doing the poorest work in the regular classroom, although essentially normal in emotional, social, physical, and motor development. Even in intellectual development, the slow learners are at the lower fringe or range of the normal group.[10]

Other characteristics listed as typical of slow learners are:

1. Slow reaction time.
2. Limited ability to evaluate materials.
3. Limited powers of self-direction.
4. Slowness to form associations between words and ideas.
5. Failure to recognize familiar elements in new situations.
6. Habits of learning slowly and forgetting quickly.
7. A very local point of view.
8. Inability to do critical thinking.
9. Lack of originality.
10. Inability to set up standards of workmanship.
11. May be mentally retarded in some areas of ability.
12. Bright enough to know they are not bright.
13. Greater degree of personality maladjustment than typical children.
14. Deals in things, rather than thoughts.

According to Marion Macdonal Cobb,

> "The average teacher does not begin to understand the difficulties encountered by the slow learners. A visitor entering a room occupied by a slow-learning class would notice many things less common to a group of average or superior students:
>
> 1. Poorer concentration.
> 2. Shorter attention span.
> 3. Greater average height and weight because slow learners are usually older in grade.

[10] Robert Karlin, "Reading Skills for Slow Learners in Junior and Senior High School," The Clearing House, XXXV (January, 1961), pp. 280-4.

4. Apprehension will be shown by slow learners if teachers give directions orally only once without illustration.
5. They do not want to be laughed at or reprimanded.
6. Likely to lose possessions, such as pencils.
7. Poor at discussion and so few volunteer, because they are clever enough not to wish to appear at a disadvantage.
8. Homework assignments often not completed or not done at all.
9. Like to go to the blackboard.
10. Compositions will be short and stereotyped, representing a narrow range of experience expressed by a very limited vocabulary and poor sentence structure.
11. Like to deliver messages, but not to the office.
12. If speeches are to be given, some children may be absent.
13. The class as a whole may not be as prepossessing as a regular class: fewer sweet, pretty girls; fewer good-looking, upstanding boys; more carelessly and less well-dressed; more children of foreign-born parents.
14. More unrestrained laughter, longer lasting and higher pitched. (Sometimes self control is lost.)
15. For a teacher to 'spring' a test on slow learners is indeed a calamity.
16. More nervous mannerisms than in regular classes.
17. Students are more honest in their attitude toward the teacher. More group loyalty than usually found in other groups."[11]

"Teaching the less able children is an adventure beset with hard work, discouragements, failure, unforeseen difficulties, and surprising successes. For encouragement, one needs merely to observe the happiness and gratitude of confidence and self-respect."[12]

---

[11] Marion Macdonal Cobb, "Characteristics of Slow Learners," *The Clearing House,* XXXV (February, 1961), pp. 345-6.

[12] Mary A. Potter, "The Slow Can Learn," *Arithmetic Teacher,* VII (May, 1960), pp. 226-7.

Manpower Research Bulletin, 1963, #3 states:

> "The employment problems of many youths are complicated by inadequate training, lack of vocational guidance, poor motivation, and frequent job change. The handicaps faced by racial minorities, school dropouts, juvenile delinquents, physically or mentally disabled youngsters, and rural youths create additional personal burdens and employment problems. This is particularly true when we consider that more than 5½ million new, young workers will not be going to college, but will be looking for work during the next three years. Altogether these young job seekers will count for approximately 3 out of every 4 new labor force entrants."[13]

A common suggestion for educating slow learners is the core curriculum. Kenneth N. Nickel summarizes the thinking:

> "Recommendations from authors in this field indicate that a core program encompassing two hours or more with an outstanding, qualified teacher seems to offer the best way to attain these objectives. Required subjects should be included in this core curriculum. Non-academic pupils should be in the same classes as other students in elective courses, such as physical education, industrial arts, home economics, and art or music."[14]

---

[13] Manpower Research Bulletin, 1963, #3. Description of the Lincoln Learning Center, Minneapolis, Minn.

[14] Kenneth N. Nickel, "Better Education for Nonacademic Pupils," *North Central Association Quarterly,* XXXI (April, 1957), pp. 351-384.

Chapter III

PROBLEM

Since the passage of many Federal acts on education, there has been a redirecting of public funds to many areas, including aid to youngsters with special needs. This study has been funded under a Grant given by the New York State Commissioner of Education under the Federal Vocational Education Act of 1963.

Many changes have occurred in education since the advent of the Industrial Revolution. It has become increasingly evident each year that more changes will have to occur, particularly in vocational education, if our society is to continue and flourish in this era of automation.

Years ago, a student who left school could be integrated into the mainstream of society without undue difficulty. Today, a drop-out and sometimes even the graduate of standard vocational education, finds great difficulty in meeting job success and finding a vocational niche. Now, more than ever, there is a need for trained people.

The Oceanside Public Schools are in a community centered and oriented school district. Approximately 70 percent of the student population of the high school go on to further education.

The students that are the object of this study have been defined operationally as both educationally and vocationally handicapped, and have been selected on group tests of intelligence, from the lowest 12 percent of the school district's population. Suitable and realistic vocational education has not been available to them within the community. Oceanside, and most school districts, have vocational and educational programs geared to meet the needs of the mentally retarded, physically handicapped, emotionally disturbed, and other youths with special needs. Programs also exist for the gifted, superior, and average student. For the high school age student with marginal abilities, however, especially students with intellectual capabilities in the lowest 12 percent of the high school population, no provision is made for special vocational and educational programs or opportunities.

These youths cannot qualify for the assistance available to the mentally retarded, nor do they have the abilties to function as do

the students more closely approximating average or better levels of intellectual ability. In order to qualify for special assistance, these limited students would be better off had they been born with more severe handicaps. The basic educational programs offered are not suitable to the special needs of these students who are not capable of functioning properly, adequately, and successfully in regular classes. This group receives very little intellectual or emotional satisfaction from the watered-down, normal educational program offered. There is little educational value in labeling these students N.C. (non certified) and providing their behavior is satisfactory, giving them automatic passing grades.

The slow rate of learning of these youths makes it difficult for them to meet the standards imposed by the conventional academic curriculum, generally geared to the average and above average learner. Not only do these slow learners fail to meet the standards of learning in the school, but also the standards set for behavior. Lack of success in school experiences literally shoves these youths out of school and into the community, where they meet employment failures and remain unemployed or unemployable.

In the initial screening for the Guided Occupational Training program, 125 students were found to be eligible for this program, and the vast majority of these students could have benefited from this type of program.

Only 24 were selected to enter the program, and the others were placed in the control group.

Curriculum

The curriculum developed by the project staff was devised as an instructional guide, and contained concrete teaching suggestions, methodologies, and specific activities to aid students in achieving the specific outcome desired.

The following is a digest of the curriculum topics and objectives.

Core Program

The aim of the program was to satisfy, as far as practically possible, each student's need for understanding, respect, acceptance, and a feeling of success. As a means of achieving this each student's vocational needs were integrated with the subject matter fields of English, citizenship education, and mathematics. The subject matter fields also offered broader skills and values applicable to successfully coping with everyday life.

The variety of experiences offered, and the technique of teaching by games were the dominant methods used to instill certain concepts:

1. Reading—a key element in the core program was taught as pleasurable, satisfying, and major means in achieving vocational and daily success.
2. Learning, and previously detested school subjects, were geared to bring enjoyment and gratification, as well as to answer the job needs, skills, ideas, and values necessary for successful daily living.

Reading—Improvement in reading and its resultant increased enjoyment is a key pathway to each student's attainment of success. Many varying techniques were used to improve each student's reading skill and enjoyment in reading.

Writing—An ability to communicate in writing is a vital necessity to attain success occupationally and in everyday tasks. Consequently, the improvement of each student's writing skill was basic to the core program.

Vocabulary—Each student was taught how to understand, enlarge, and use his enlarged vocabulary. Vocabulary enlargement and usage was one of the aims of the core program, within the needs and framework of the student's vocational orientation.

Spelling—Spelling is often an important criterion in judging a student. Thus, improvement of each student's spelling—particularly of the words most commonly used in his employment and in the business world—was a requisite of the core program.

Newspapers and Magazines—This unit, integrated with citizenship education, helped the students learn the characteristics and usage of newspapers and magazines, and also frequently utilized newspapers to help the students understand and practice mature democratic actions.

Library Usage—Emphasis was placed on the vocational assets of the library, although general usage was also taught. Classroom discussion was used as the groundwork before visiting and using the library.

Grammar—Functional grammar was taught, derived mainly from student's writing and their questions in vocational readings. There was, however, some workbook practice on major concepts.

Citizenship Education—The major goals in citizenship education were:

1. Understanding what being a citizen in a democracy entails.
2. Acting in a democratic way.
3. Learning to get along with one's fellowman.

Mathematics—The students were taught practical mathematics for their vocational and daily usage by the following means: vocationally oriented workbooks, chalkboard, programmed texts, games, reading, practice quizzes, and tests.

Food Service

The students with whom we were concerned had not been motivated or inspired to think beyond their surroundings, or to broaden their concepts of their own individuality and identity, so that they could make greater contributions to their homes, families, and communities. We were primarily interested in showing these students the opportunities available in the world of work. We were also concerned with helping them develop skills and abilities which would enable them to become employable. Therefore, the food service program was designed to help youths and young adults develop the competence necessary for employment in home-related occupations.

Distributive Education

It was mentioned earlier that the Guided Occupational Training program attempted to develop abilities for jobs within a certain job cluster for which the student seemed qualified. This job cluster is in the distributive occupations.

Using the Dictionary of Occupational Titles as a guideline, this course was devised to train students to perform each job duty as speedily and as accurately as possible according to their individual abilities. In order to do so, each student's knowledge, skills (technical and basic), and attitudes were developed.

To be more specific, this course was planned to help the student understand the ingredients involved in his job performance; improve his ability to write legibly, copy information accurately, do simple arithmetic computation, read, articulate, and further his manual and finger dexterity.

In addition to increasing these skills, this course was planned to help the student develop more effective attitudes toward people and things, as well as himself.

There is one skill that exclusively belongs to the jobs of sales person and display man. This is the esthetic talent needed in advising customers, and in arranging displays. Certain units in the course were planned to improve the student's skill in this area.

Prevocational – Industrial

Building Maintenance Trades—This course was planned with the following purposes in mind:

To enable building trades workers to identify, improve, or correct common building electrical troubles, plumbing troubles, and problems involving cement and concrete.

To properly prepare and execute a painting project using appropriate techniques.

To care for and service common glass replacement, common door hardware, and window hardware.

To identify and prepare a soldered joint using appropriate techniques.

To set up and perform a floor tile or linoleum replacement or repair operation.

To identify the process of welding, and to complete common repair operations.

To properly organize and care for tools and equipment.

Automotive Service Trades–This course endeavored, through available teaching aids as well as actual tools, to teach the following:

The importance of observation, analysis, and service to those car components under the hood.

The various operations in tire and tube servicing; battery servicing, testing, and recharging; automobile spark plugs, brake system, and auto cooling system servicing and care.

The necessity for lubrication.

The most common of all driver complaints–sources of annoyance within the car and their cure.

Organized procedure necessary in the performance of duties as a service station attendant.

The use of automobile service manuals and standard test equipment for automobile engine tuneups.

The procedures to follow in starting a stalled car.

Electrical Service Trades–In this course, many actual procedures were used and lessons were taught in a vast variety of forms. Models were placed at the benches for the boys to see and handle; teaching aids developed as the lesson required, and actual tools and equipment used as much as possible to circumvent the formal teaching and learning process. Course aim was to teach the student to:

Install and repair electrical wiring, fixtures, and equipment.
Measure, cut, and bend wire and conduit; using ruler and hand tools such as pipe benders and hacksaw.
Drill holes for wiring using power drill.
Perform minor repairs such as replacing fuses, light bulbs, and light switches.
Disassemble such defective electrical equipment as motors.
Maintain tools and equipment, and keep supplies and parts in good order.

Office Skills

This course dealt mainly with the student's job performance, and with the personal attitudes and traits involved in his business and social world. It provided well rounded orientation and training by:

Teaching the student to use the direct-process duplicator and the mimeograph stencil duplicator.
Instructing in the use of, and need for, the adding machine and typewriter.
Making the student aware of the need for records and the file clerk's place in the organization structure, and acquainting him with central and decentralized filing and the various methods of filing, i.e., alphabetical, numerical, etc.
Training in the care of records, use of file signals, charging, followup, transfer, and proper storage of records.
Developing student's ability to write information on business documents, proofread, sort records, fold and stuff mailing materials, and process incoming and outgoing mail.
Demonstrating telephone courtesy and handling of messages.

Philosophy

The basic philosophy in the establishment of the Guided Occupational Training program was that:

> "Education is a service to the individual and to society. It is concerned with the personal worth and dignity of the individual and with the strengthening, improving, and unifying of the American way of life."[15]

Behavior is learned and therefore can be modified by appropriate training. When a youth experiences success at a given task, he will approach similar tasks with greater confidence and anticipation of success. On the other hand, when a student fails at a task (especially when this failure is a repetitive one), he will anticipate failure and avoid attempting similar tasks. Failure and resistance to school are the unfortunate outcomes of these experiences.

Due to the social dissonance and learning deficits resulting from a lack of intellectual stimulation, the students selected for the Guided Occupational Training program were unable to process information. Consequently, enrollment in a regular education program would result in inevitable failure. Youngsters who fail, frequently become alienated and seek release from this punishing environment by becoming dropouts.

It is believed that if these youngsters were specifically taught to process information more effectively through an educational program vocationally accented, meaningful to them, and within the limits of their abilities, the experience of success will aid in the development of positive attitudes toward school and learning. These successes would also amplify the student's desire to remain in school and establish a more positive attitude toward entrance into appropriate occupations.

A vocationally oriented program was devised to reduce the strongly negative attitudes toward school and replace them with positive attitudes. The focal points of the program are progressive work experience with frequent success, vocationally oriented scholastic courses, and support and counseling as integral parts of building success and avoiding failure.

Slow-learning children, while similar to ordinary children, are often characterized by these differences:

---

[15] "Schools and the Means of Education in Cincinnati." Report of the Superintendent, Cincinnati Public Schools, 1954.

Intellectually they have

a limited capacity to learn.

academic achievement ranging from third through sixth grade at the age of 18.

difficulty in engaging in abstract thinking.

difficulty in handling symbols associated with reading, writing, and arithmetic.

a reduced ability to see relationships between cause and effect.

simple and superficial understandings, rather than understandings characterized by complexity and depth.

limited ability to solve problems.

trouble in expressing thoughts verbally and in writing.

Emotionally they

frequently have depreciated self-concepts.

frequently do not recognize their strengths and weaknesses in the performance of tasks, solving problems, getting along with others, or vocational aims.

often are immature.

In addition, they

generally have had poor experiences in school.

frequently have experienced failure in school.

often have adjustment problems in school.

often come from families with a low value on education.

Objectives

The year's experience in Guided Occupational Training has shown that the approach used to train and educate the type of student in this experimental group is very sound.

Key factors have been learned that, if implemented, can offer slow learners the severely needed help schools have neglected to provide.

The Guided Occupational Training program can definitely provide these benefits to students:

1. A greatly improved self-image which nurtures self-confidence and a constructive attitude toward school, teacher, friends, parents, and others.

2. A concentrated effort to have each child experience success in the classroom. Regular classes alone cannot hope to provide the educational experience.
3. An opportunity to explore occupational experiences and find gratification.
4. Building of basic skills necessary for employment in any area. These are the skills of communication (oral and written), arithmetic, and reading with comprehension.
5. Building of skills and knowledge in preparation for employment in certain job clusters.
6. An increased awareness and curiosity about the arts and sciences that surround their lives.
7. An involvement with issues and events that affect their own town and Nation, other nations and peoples.
8. Experiences in more positive attitudes toward the *Democratic mystique,* rather than the ways of violence and totalitarianism. Certainly, recent events in our Nation indicate the importance of positive attitudes toward society.

Selection of Students

Three independent judges used a test-retest method to determine the reliability of the judgements and the instrument.

A 13 criteria rating scale was devised to select students capable of benefiting from the Guided Occupational Training program. Six of the criteria were intelligence, achievement, academic and vocational averages, level of English track, and recommendation by counselors. The other seven were seventh and eighth grade reading, and ninth grade science, social studies, reading, mathematics, and writing. Scores on the Sequential Tests of Educational Progress (STEP) were the basis for these.

A zero to four rating scale was used with zero representing the poorest candidate and four the best.

The rating scale was so structured that the higher the score the lesser the candidate's chance of success in other programs, and the greater the need for a new and different educational approach.

One hundred twenty-five, ninth grade prescreened students were eligible on the basis of age and intelligence. Students had to be at least 15 years old (to be employable) and in the lowest 12 percent of the Oceanside School District population intellectually (maximum

I.Q. 97). The population sample reported by Wechsler[16] was used to categorize the students into I.Q. ranges on an approximate par with those in the normal population and equate the categories of the rating scale.

Because the Guided Occupational Training program was principally occupationally oriented, it was felt that the better a student performed in a prevocational subject, the more successful his chances in an on-the-job performance, especially if courses were the same as the cluster occupations.* This was true in many cases, particularly where students were entered in work experiences allied to their prevocational courses. Therefore, ratings were reversed so that the better a student performed, the higher his rating. These were the district-wide percentages (rounded) in each category:

PREVOCATIONAL SUBJECT AVERAGE	IN DISTRICT	RATING
100-90	14	4
89-80	38	3
79-70	30	2
69-65	14	1
below 65	4	0

Each student in Oceanside is placed in one of five tracks in English each year. The level of instruction and content vary with the track. Students may be moved in tracks upon recommendation of the teacher, department chairman, or counselor. Parents, however, have the right to insist a student be placed in an average track regardless of the school's recommendation. The tracks, from lowest to highest, are Modified, General, Average, Fast, and Honor. The Average, Fast, and Honor tracks are Regents tracks.

The student's current (ninth grade) track and his recommended (10th grade) track were both rated to include possible changes in student performance and a weight for parental goals. The ratings established for each track, in both grades, were:

TRACK	RATING
Modified	4
General	3
Average	2
Fast	1
Honor	0

[16] Wechsler, David. "The Measurement and Appraisal of Adult Intelligence," Fourth Edition. Baltimore: The Williams and Wilkins Company, 1958.

* A group of occupations requiring similar work skills.

These categories and ratings were devised. Percentages are rounded.

I.Q.	PERCENT OF WECHSLER POPULATION [17]	RATING
below 73 (not eligible)	04	—
73-82	07	4
83-87	09	3
88-92	11	2
93-97	12	1
above 97	57	0

The Sequential Tests of Educational Progress (STEP) are administered in the seventh, eighth, and ninth grades to all students. The scores are reported to the school district in percentile bands, based on nationwide norms. Experience within the district has shown that lower percentile numbers are the more valid measure, and these, therefore, are used. The ratings were:

BANDED SCORE LOWER NUMBER	RATING
0-10	4
11-20	3
21-30	2
31-40	1
above 40	0

Each student was taking English, social studies, mathematics, science, and/or a language, and an introductory prevocational course in industrial arts, home economics, or business. All the courses except prevocational were averaged at midyear, and the students rated accordingly. Percentage of students in each category was:

ACADEMIC GRADE AVERAGE	PERCENT OF STUDENTS IN DISTRICT	RATING
below 65	06	4
65-74	35	3
75-79	17	2
80-84	17	1
above 85	25	0

[17] Wechsler, David. Frequency distributions WAIS of Verbal, Performance, and Full Scale IQs of National Sample and Old Age Sample Combined (Total 2052 subjects). "The Measurement and Appraisal of Adult Intelligence," Fourth Edition. Baltimore: The Williams and Wilkins Company, 1958.

The rating considered last was the recommendation of the guidance counselor because each junior high school counselor devotes three years to his group of counselees. During that time the student and his parents are interviewed several times. The counselor knows the student, his abilities, and parental hopes and wishes for the student. Therefore, each counselor was asked if he would recommend Guided Occupational Training as the "best program," "questionably best program," or "not the recommended program" for every student earlier identified as eligible or able to benefit from the Guided Occupational Training program. The "not recommended" category included students who chose academic programs because of interest or parental desire, and students accepted for out-of-district vocational schools. Although several students had been accepted in out-of-district programs, the counselors still recommend the Guided Occupational Training program as more suitable. The ratings of four, two, and zero were used to stress the weight factor of counselor recommendation.

RECOMMENDATION	RATING
Recommended G.O.T.	4
Questionable G.O.T.	2
Not recommended G.O.T.	0

All ratings were then added together and divided by 13 (the criteria) to obtain a selection score. In those few instances where students were missing a rating (generally on achievement tests, due to absence or not having been in the district) a rating was approximated, based on the available data in the student's folder. All students were therefore rated on all 13 categories.

Organization of Classes

The core class was developed by grouping candidates by occupational clusters. Students in the food services and office skills programs for example, were assigned to a core English, history, and math class in the morning, taught in relation to the student's occupation. The student in industrial or distributive occupations attended core classes in the afternoon.

This type of scheduling allowed more flexibility, smaller groups, and a curriculum geared to the occupational interests and needs of the students. The morning and afternoon groups were divided into smaller groups by scheduling physical education 2½ periods a week

during the three period per day blocks. It was possible to treat each student separately, because of the flexibility of scheduling. Each of the occupational groups also met with an occupational specialty teacher one period a day, when the students were instructed in specific occupational skills in a laboratory setting.

Grading System

Because many students had failed several times during their school careers, it was necessary to remove the fear of failure by using a different grading system than that used by the school district. Therefore, the staff agreed that only two grades should be given, "E" for excellent, and "S" for satisfactory in all subjects. A copy of the report card is in the appendix.

Counseling

The two project directors held regular, weekly individual and group counseling sessions with students. Each student was assigned to a group according to the similarity of problems. Additional individual sessions were held with each student whenever necessary.

Each student in the Guided Occupational Training program received counseling in the following broad areas:

Why do I go to school?

How can I get along with people?

What are the policies and regulations of the school?

Job-related problems

Why are grades important?

Work and study habits

Attitudes

Grooming

Preparing for a job interview

Budgeting of money and time

Personal problems

Understanding abilities

Aptitudes and interests

Control Group

The control group of students met the eligibility requirements of the Guided Occupational Training program, but were either not selected for the program, or their parents did not approve entry into the program.

The control group was statistically similar to the experimental group in I.Q. and selection score, and each student in the control group was matched against a counterpart in the experimental group.

Work Study Programs

All students in the Guided Occupational Training program were, according to the design of the project, placed in work experience stations. Those students old enough (16 or over) and ready to be employed were placed in appropriate work stations according to interests and aptitudes. The students too young, or not vocationally ready for private employment, were placed in work stations within some unit of the school systems. These two areas of employment were designated "Out of School Work Stations" for the former and "In School Work Stations" for the latter.

Out of School Work Stations

Students were placed in work situations ranging from a machine shop or a complete auto body shop for a bus company, to a wallpaper printing and design company. Other students worked as dietary aides, building maintenance and floor waxers in the local hospital, vending machine repairmen, stock clerks, mechanic's helper, plumbing supply stock worker and sales clerk, and die cutting apprentice in plastics and foam rubber.

In School Work Stations

Many students not 16 years old when starting the Guided Occupational Training program were placed in work stations within the school and paid from money granted by the State Education Department, Bureau of Guidance, School to Employment Program funds. These students were placed in work experience stations that included general office help, file clerk, building maintenance, kitchen helper, electrician's and plumber's helpers, office machine operation, mail sorters, and library clerk. A few students not considered employable for various social and emotional reasons, or because

of lack of skills were included in this group. All "In School Work Stations" were supervised by the specific person to whom these youngsters had been assigned.

When students became 16 and ready for employment, appropriate out of school work stations were sought for them.

Supervision of Work Experience

The two project directors visited each working student at least four times. These visits gave the project directors an opportunity to meet the employers and bring to the Guided Occupational Training program teachers the necessary materials and areas of instruction relating to students' work experiences and on the job growth. Further, the gap between school and work station was bridged.

The student's grade was determined for his "related laboratory experience," as the work station was called on the student's report card, in discussions with the employers. On two occasions the employers were requested to fill out rating sheets for each student.

Chapter IV

METHODS

Characteristics of Subjects for the Study

	EXPERIMENTAL GROUP	CONTROL GROUP
BOYS	15	14
GIRLS	9	6
MEAN* IQ	89.76	90.09
MEAN** SELECT SCORE	2.93	2.80

* $t = .11$
** $t = .14$ — No significant difference

Overall Approach

The experimental design of the study involves pre- and post-testing of youths placed in a specially designed vocational program for intellectually limited and educationally handicapped 10th grade students. One hundred twenty-five students were considered eligible for the program. Of these, 24 were selected for the experimental group on the 13 criteria rating scale. A matched control group was also selected. The experimental group was administered a battery of tests and placed in applicable work stations and related curriculum designed to meet the job needs. Each student in the experimental group was scheduled for group and individual counseling on a regular basis.

At the conclusion of the school year the experimental group was readministered selected tests. The original intent of this study was to retest all the subjects with a complete battery of tests. Because these students had experienced repetitive failure, more than 1 year of a successful school experience would be necessary to show measurable changes.

Parents of the youths in the experimental group were contacted by the principal investigators during the school year. At a scheduled group meeting with the parents, a questionnaire was given to ascertain the parents' attitudes and student reactions at home, to school.

Appropriate statistical techniques were used to analyze the data, including analysis of variance, chi square, and t tests. Basic references for the procedure were Garrett[18] and Edwards.[19] Statistical significance was set at the .05 level of confidence.

Instruments Used

The following tests were utilized in the screening of, and evaluatory processes connected with, the students in the Guided Occupational Training program.

I. *Otis Quick Scoring Mental Ability Test,* Arthur S. Otis, Ph.D., Harcourt, Brace & World, Inc., N.Y.

Beta and Gamma

The Beta test was administered to all students in the 7th grade.

The Gamma form was administered to all 10th grade students. Individual intelligence tests (Wechsler Adult Intelligence Scale) were also given to those students of questionable intellectual abilities.

The mean I.Q. for the district was 114. The students selected for the program were in the lowest 12 percent of the school district and had I.Q. scores ranging from 76 to 97. The mean I.Q. for the selected population was 89.

II. *Sequential Tests of Educational Progress,* Education Testing Service, Princeton, N.J.

STEP Tests–Forms 3A, 3B, 2A

All students were administered the STEP Tests in seventh, eighth, ninth, and tenth grades.

---

[18] Garrett, Henry E., *Statistics in Psychology and Education,* 5th Edition (1964) David McKay Co., N.Y.

[19] Edwards, Allen L., *Statistical Analysis,* Rinehart & Co., N.Y.

In selection, the seventh and eighth grade reading, and ninth grade math, science, social studies, reading, and writing sub-test scores were used. At the start of the Guided Occupational Training program, all students were given the reading, math, social studies, and writing sub-tests of the STEP Form 2A. In the late spring, following the first 8 months in the program, the same four sub-tests of Form 2A were readministered.

In all instances the scores were reported in percentile band ranges, based on national norms. The lower score more closely approximated local norms, and was utilized throughout this study.

III. *Survey of Personal Values,* Leonard V. Gordon, Ph.D., Science Research Associates, Inc., Chicago, Ill.

The test of behavorial traits was given to students at the start of the program and again in the spring, and was one of the measures used to help evaluate changes due to counseling. The items measured on this test are Practical Mindedness (P), Achievement (A), Variety (V), Decisiveness (D), Orderliness (O), and Goal Orientation (G).

IV. *Rotter Incomplete Sentences Blank,* J. B. Rotter, J. E. Rafferty; The Psychological Corporation, N.Y.

This test was used to determine the students' degree of adjustment. Rotter states that, "A cutting score of 135 provided a very efficient separation of adjusted and maladjusted students . . ."

Plans were made to readminister this test to the students after 2 years, and again after 3 years.

V. *Crawford Small Parts Dexterity Test,* John E. and Dorothea M. Crawford; The Psychological Corporation, N.Y.

This performance test, designed to measure fine eye-hand coordination was used to measure dexterity in handling small parts, and as an aid in predicting if students would be successful in manipulative occupations. Students were scored according to publisher's norms for trade and technical high school students.

VI. *Minnesota Vocational Interest Inventory,* Kenneth E. Clark, David P. Campbell; The Psychological Corporation, N. Y.

The Minnesota Vocational Interest Inventory was selected for two reasons: to provide information in the areas that would make job selection more realistic for students because many had no vocational interest, and to aid in the placement of those who expressed interest in the more commonly known teenage occupations (i.e. auto mechanics).

The Minnesota Vocational Interest Inventory (MVII) prepared to provide systematic information on the interest patterns of those in nonprofessional occupations, provided the project directors with the interest pattern of the student candidates in nine broad areas—mechanical, health services, office work, electronics, food services, carpentry, sales office, clean hands, and outdoors. Each of these areas was broken down into such actual job categories as baker, truck driver, stock clerk, etc.

The test was given to all student candidates and the results discussed with each. Following this, each candidate was given other tests according to his expressed interest or score on the MVII.

VII. *Minnesota Clerical Test,* Dorothy M. Andrew, Donald G. Paterson; The Psychological Corporation, N. Y.

This test of speed and accuracy in performing tasks related to clerical work has been found useful for selecting clerical employees and for advising persons seeking training in the clerical field.

The test was administered to all students, who either expressed interest in clerical occupations or whose other tests indicated aptitude for clerical occupations.

VIII. *STS Youth Inventory,* H. H. Remmers, Benjamin Shimberg; Scholastic Testing Service, Bensenville, Ill.

The Youth Inventory, administered to all candidates entering the program, consists of a series of statements covering matters that bother teenagers generally. The

statements are broken down and classified as follows: My School, After High School?, About Myself, Getting Along With Others, and Things in General.

Each candidate was instructed to read the individual statements and indicate problems by marking the appropriately scaled boxes according to the intensity of the problems.

The questionnaire was given again in the spring to determine any areas of change.

Scoring was based on intensity of problem as follows: If a student checked a box to indicate the statement reflected a serious problem it was scored as three; moderate problem as two; small problem scored one; problem did not apply received zero.

IX. *Survey of Interpersonal Values,* Leonard V. Gordon, Ph.D.; Science Research Associates, Inc., Chicago, Ill.

Attempts to provide measures within one segment of the value domain, and is designed to measure certain critical values involving the individual's relationships to other people or their relationships to him.

The six values measured are: Support (S), Conformity (C), Recognition (R), Independence (I), Benevolence (B), and Leadership (L). Each of these traits is defined and scaled by individual values.

The survey, administered as a pre- and posttest in the fall and spring of the year, was used to determine what influence counseling, job, employer, and school had on the student.

Chapter V

RESULTS

Number of Counselor Contacts

	NUMBER	MEAN NUMBER OF CONTACTS	
Experimental	24	29.8	t = 8.09 significant at .01 level
Control	20	7.3	
Difference	—	22.5	

The Guided Occupational Training program included, as an integral part of the program, weekly group and/or individual counseling sessions with each student. Due to the nature of the students in the control group, there was a significantly higher number of counselor contacts for the experimental group than would be expected to exist in the normal school population. Contacts were 1 to 30 for the control group and 17 to 50 for the experimental group, and were for academic failure, disciplinary reasons, attendance, and allied problems.

The Scholastic Testing Service (STS) Youth Inventory

	My School	After High School	About Myself	Getting Along With Others	Things in General
Mean Score Aug. '67 Pretest	57.08	56.87	42.46	51.08	26.65
Mean Score May '68 Test	48.00	48.32	30.50	33.41	21.32
t	.990*	1.24*	.708*	2.12**	4.18***

* no significance
** significant beyond the .05 level
*** significant beyond the .01 level

The Scholastic Testing Service (STS) Youth Inventory test asked the students to rate the seriousness of specific teenage problems as it applied to the students themselves. While change was found in all areas between pretest and posttest scores, only two areas were statistically significant. The area of "Getting Along With Others," one of the most important problems to the slow learner, was frequently discussed in the counseling groups and in individual counseling sessions. "Things In General" included topics about the war, success in business, sex, honesty, and prejudice. Many of these topics were discussed in class and individually with the students. The significant results above show that there was some resolution of problems in these two areas.

Sequential Tests of Educational Progress (STEP)

	Mean Scores*			
	Reading	Social Studies	Mathematics	Writing
PRETEST	11.6	21.5	18.5	11.1
POSTTEST	26.1	22.9	28.6	22.1
CRITICAL RATIO	1.17	.10	.76	.70
SIGNIFICANCE	Significant at .15	Not significant	Not significant. Significant at .20	Not significant

* These are the lower scores of the percentile band score for each area.

These tests of academic achievement were not the most reliable or valued means of determining the growth of students in the Guided Occupational Training program, because the program was not devised as an academic program. Some measure of growth, however, can be seen from the figures presented.

t for 23 degrees of freedom requires the following scores to be significant at the following levels:

.10	1.71
.05	2.07
.01	2.81

Orderliness	VL	L	A	H	VH	Totals
PRETEST	0	2	12	9	1	24
POSTTEST	0	4	11	8	0	23

$x^2 = 1.2$ No significance at .05 level of confidence

Goal Orientation	VL	L	A	H	VH	Totals
PRETEST	1	11	9	3	0	24
POSTTEST	3	14	6	0	0	23

$x_2 = 3.4$ No significance at .05 level of confidence.

Changes in behavior and functioning are far more readily obtainable than are measurable changes in basic character traits. The Study of Personal Values test is a measure of values and character traits reflected in everyday life. These values were not significantly affected in the limited contacts with the students, compared to their other environmental influences.

x^2 for 4 degrees of freedom requires the following scores to be significant at the following levels:

.01	13.277
.05	9.488
.10	7.779
.20	5.989

Study of Personal Value

Practical Mindedness	VL	L	A	H	VH	Totals*
PRETEST	1	4	11	7	1	24
POSTTEST	2	3	10	7	1	23

$x^2 = 0.9$ No significance at .05 level of confidence

Achievement	VL	L	A	H	VH	Totals*
PRETEST	2	9	11	2	0	24
POSTTEST	5	9	7	2	0	23

$x^2 = 4.0$ No significance at .05 level of confidence

Variety	VL	L	A	H	VH	Totals*
PRETEST	1	5	12	6	0	24
POSTTEST	0	5	11	6	1	23

$x^2 = 1.1$ No significance at .05 level of confidence

Decisiveness	VL	L	A	H	VH	Totals*
PRETEST	0	7	15	2	0	24
POSTTEST	0	10	12	1	0	23

$x^2 = 2.6$ No significance at .05 level of confidence

VL — very low
L — low
A — average
H — high
VH — very high

* Totals vary due to absences

Study of Interpersonal Values

Support	VL	L	A	H	VH	Totals
PRETEST	2	6	13	3	0	24
POSTTEST	1	5	13	4	0	23

$x^2 = 1.4$ No significance at .05 level of confidence

Conformity	VL	L	A	H	VH	Totals
PRETEST	2	4	12	6	0	24
POSTTEST	2	7	11	3	0	23

$x^2 = 4.5$ No significance at .05 level of confidence

Recognition	VL	L	A	H	VH	Totals
PRETEST	1	4	11	8	0	24
POSTTEST	1	5	6	7	4	23

$x^2 = 9.4$ Significant at .05 level of confidence

Independence	VL	L	A	H	VH	Totals
PRETEST	0	7	13	4	0	24
POSTTEST	0	3	16	3	1	23

$x^2 = 6.8$ No significance at .05 level of confidence

Benevolence	VL	L	A	H	VH	Totals
PRETEST	1	10	12	1	0	24
POSTTEST	4	10	7	2	0	23

$x^2 = 7.8$ Significant at .10 level of confidence

Leadership	VL	L	A	H	VH	Totals
PRETEST	0	3	11	10	0	25
POSTTEST	0	5	8	9	1	23

$x^2 = 3.3$ No significance at .05 level of confidence

Significant change was found in the Guided Occupational Training students' desire to seek and value recognition. Many possible factors may account for this change. A primary reason is that many students were experiencing success in school and on a job for the first time in several years; and could now seek, and desired to seek, recognition for themselves.

Attendance

The mean number of days absent for the year for the Guided Occupational Training students was 10.5, compared to the control group with 16.9 days. The control group had a mean illegal absence* rate of 4.4 days, and the experimental group 1.5 days. This compares very favorably with the sophomore class as a whole. The total class mean number of days absent was 13.2.

These figures also compared very favorably with the Guided Occupational Training students' attendance records for previous years. This is especially so because only two students in the group were suspended for disciplinary reasons, and 11 in the control group. In addition, 25 percent of the students in the control group became dropouts during the year compared to none in the Guided Occupational Training program.

Parent Midyear Questionnaire

Parents

The socioeconomic and educational levels of the parents of the experimental group were investigated with these results:

Forty-seven percent of the subjects came from homes where income was below the median income of the community.[20]

The mean educational level of fathers was 11 years of schooling, ranging from eighth grade to college graduate.

The mean educational level of the mothers was 10.3 years of schooling, ranging from ninth grade to college graduate.

Fourteen percent of the students came from broken homes.

---

[20] 1960 United States Bureau of Census

* Any absence from school which is unlawful, detention, and/or suspension.

Students

Twenty percent of the parents reported a change in attitude, by their children, toward school this year.

Ninety-four percent of the parents felt that this year their children's attitudes toward school were better.

Fifty-five percent of the parents were aware of a change in attendance this year, and 100 percent of those who indicated awareness of this change indicated the change to be for the better.

Lines of communication apparently had been opened this year between the parents and students by involvement (at least in part) with the Guided Occupational Training program. Ninety-five percent of the parents reported that their children discussed their jobs at home. Eighty-two percent of these students spoke favorably of their jobs.

Only 33 percent of the parents felt their children's behavior changed at home, but were almost unanimous in reporting the change as favorable.

Only 20 percent of the Guided Occupational Training students had previously reported a feeling of accomplishment in junior high school, compared to 84 percent of the children now reporting, through their parents, that they were presently enjoying school.

Chapter VI

RECOMMENDATIONS, SUMMARY AND IMPLICATIONS

Recommendations

In order to achieve the aforementioned objectives, certain basic policies must embrace the methods and content of this program. This year's experience has made clear that:

1. Wherever possible each course should be coeducational. The presence of the opposite sex seems to give an extra little spark to the classroom situation.
2. Each class should have about 12 students. With too few students, the important effect of group dynamics is often lacking. Having too few students in the class accentuates, in students' minds, the fact that they are radically different from "regular students" in the school.
3. Each session must be highly structured in order to turn student minds and hands to activities which make them feel productive. This year has proven that these students want and need direction. The teacher must not allow student whims and moods to dictate what will be done that day. The teacher, however, must be sensitive to the moods of the students, and flexibility circumscribed within a well ordered classroom session. It has been found that students resent random class sessions. They want to feel they are being taught. It seems unusual to expect this attitude from this type of student, but beneath the apathetic surface, the desire to be guided, helped, and "taught like other students in the school" is ever present.

   It is, of course, understood that occasionally a class session may be less structured to give these students the change of pace all people need, and to capitalize on the "golden teachable moment," or the interest of the class at the moment.
4. Textbooks should be used, and should be similar in appearance to those of "regular" students of the school to avoid sensitivity.

5. Actions requiring disciplining should be dealt with immediately and diligently. Firmness, without severity and with understanding, must be employed.

   Coddling does not work. At the beginning, the students' supposed need for permissiveness was used as a guideline. These students, however, become disruptive, have a good deal of hostility, and are not always capable of handling emotions.

   Students must also be complimented and praised for any worthwhile achievement or accomplishment. Once the basic framework of order is known, they respond to any special attention and kindness shown.

6. Teachers and supervisors of this program must meet each week. Constant interchange of ideas and feelings facilitates more effective teamwork.

7. Homework assignments are not advisable. These students cannot discipline themselves to do this. Therefore, by giving such assignments, the opportunity is being given to "goof off" or fail in certain experiences.

8. Field trips, lectures, and good movies are most valuable Reading is torture for most students, so to be educated, life situations must be brought to them firsthand through speakers, movies, and actual experience.

9. Giving students responsibility for helping with clerical work or tutoring, if the tutor knows his work a little better than others, makes the students appreciative of the confidence shown in their ability and integrity.

10. Encouragement should be extended to the students to take classes, in addition to the core class, that would be of interest and future aid. As an example, a student could take "record keeping" if he does this at work, and is interested.

11. In the distribution of time for the work-study program, the additional experience of one full day's employment would make an important contribution to the character development of the students.

Summary and Implications

Hypothesis — Dropout Rate

Findings supported the hypothesis that there would be a decrease in the dropout rate of the experimental group.

There were no dropouts among the experimental group and a 25 percent dropout rate in the control group.

Hypothesis — Job Success

It is impossible after only one year to predict job success. Trends seem to indicate, however, that there has been growth of employer satisfaction with the experimental group. In addition, the students' own reports of job satisfaction (82 percent) can be taken as a measure of success.

Hypothesis — Counseling

It was predicted that the intensity of the counseling would affect job success. From the content of the counseling sessions, both investigators felt intuitively that many of the adjustment problems had been resolved. It is felt that the intensive counseling had implications on this success attained in job stability. The pre-employment counseling helped make the student more secure when starting his job. The student was also aware that the principal investigators were available to assist him with problems on the job. This aided him in adjusting to responsibiltes.

Hypothesis — School Behavior

It was hypothesized that there would be changes in behavior of the students in their attitudes toward school. The reintegration of two students into a regular school program, and the fact that only two students were involved in disciplinary action by the school administration indicates attitudinal and behavioral changes by the students.

Hypothesis — Social and Emotional Adjustment

Changes in social values and self concept were hypothesized. The statistically significant changes in the students' desire to gain recognition ($P = < .05$) is a measure of change in the values of the students.

Hypothesis — Job Level Aspirations

It was hypothesized that there would be change in the level of aspiration of the students. In almost all cases where the students are available this summer, they have been asked by their employers

to continue on the job. Student schedules permitting, many will also retain their jobs for the coming school year. All students in private employment have been granted salary increases since beginning their jobs, and many have increased their skills to attain higher level jobs. Better than 85 percent of the students now aspire to not only a higher salary level, but have also indicated a desire to improve their skills in order to climb the job level ladder.

Hypothesis — School Achievement

Statistical significance was not found in the educational growth of the students on achievement tests. A trend ($<.15$), however, was found in improvement in reading, and ($<.20$) in mathematics and writing.

The inital success and holdng power of the Guided Occupational Training program has implications for teaching and training other youths with special needs. This experiment has been conducted for only 1 year, as of this writing, with 2 more years to go before it reaches completion. There are, however, significant changes and trends toward change that must be considered in dealing with other youths with special needs. These implications should aid in future plans of Boards of Cooperative Educational Services, other regional educational groups, and local boards of education. The experiment has implications for future uses of Federal and State funding for the vocational education of intellectually limited and educationally handicapped youths.

The definite opinion of the project directors is that the Guided Occupational Training program should be continued for the full 3 years of the project. To return these students to their regular classes, to have them re-experience continued failures, especially after having had the opportunity to meet success for a short period of time, would, of necessity, be detrimental to the best interests of the students.

We are gratified to report that the Guided Occupational Training program is continuing for the 1968-69 school year, and that the Oceanside School District has replicated the program for a new group of 21 tenth-grade students.

BIBLIOGRAPHY

BURCHILL, GEORGE W., *Work Study Programs for Alienated Youth,* Chicago, Science Research Associates, Inc., 1962.

CHAMPAIGN COMMUNITY UNIT IV SCHOOLS, *Final Report of Project RD-1075,* Champaign, Ill., August, 1966.

CINCINNATI PUBLIC SCHOOLS, *Report of the Superintendent,* Cincinnati, Ohio, 1954.

———— *Curriculum Bulletin No. 119,* Cincinnati, Ohio, 1964.

COBB, MARION MACDONAL, "Characteristics of Slow Learners," *The Clearing House,* XXXV, February, 1961.

COMPTON, PROFESSOR BEAULAH, Area Principal's Institute, University of Minnesota, 1963.

EDWARDS, ALLEN L., *Statistical Analysis,* Rhinehart & Co., New York, 1958.

FIELSTRA, CLARENCE, "The Evaluation of Their High School Curriculum by Prospective Teachers," *Journal of Education Research,* March, 1968.

GARRETT, HENRY E., "Statistics in Psychology and Education," New York, David McKay Co., 1964.

GOVERNEUR CENTRAL SCHOOLS, "A Curriculum Study for Exceptional Children," Governeur, N. Y.

HAVIGHURST, R. J. & STILES, L. J., "National Policy for Alienated Youth," *Phi Delta Kappan,* 1961.

Journal of Learning Disabilities, Chicago, The Professional Press, Inc., April, 1968.

KARLIN, ROBERT, "Reading Skills for Slow Learners in Junior and Senior High School," *The Clearing House,* XXXV, January, 1961.

LECHNER, FRED G., "The Challenge of the Slow Learner," *The Agricultural Education Magazine,* XXIX, April, 1957.

MANPOWER RESEARCH BULLETIN 1963 #3, "Description of the Lincoln Learning Center, Minneapolis, Minn.

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, "The Imperative Needs of Youth of Secondary School," *Bulletin No. 745,* Washington, D. C., March, 1947.

NICKEL, KENNETH N., "Better Education for Non-academic Pupils," *North Central Association Quarterly,* XXXI, April, 1957.

POTTER, MARY A., "The Slow Can Learn," *Arithmetic Teacher,* VII, May, 1960.

RIBICOFF, ABRAHAM, Testimony of the Juvenile Delinquency of Youth Offense Control Act of 1961, July, 1960.

United States Bureau of Census, 1960.

UTLEY, ISHMEL, "The Slow Learner in the Secondary School," *Education,* LXXXI, February, 1961.

WECHSLER, DAVID, "The Measurement and Appraisal of Adult Intelligence," Baltimore, The Williams and Wilkins Company, Fourth Edition, 1958.

APPENDIX

TEACHERS' STATEMENTS ABOUT STUDENTS

SINCE START OF

GUIDED OCCUPATIONAL TRAINING

"R. is bright, capable, and sharp. He did his work readily and quickly. He is, however, also flippant and fresh . . . an instigator and ringleader. He is fond of setting the class off and then taking a back seat and watching. He is proud of this fact.

"The only way to reach R. was to discuss this with him quietly and away from the group – telling him that this attitude of superiority was a cover for many things. It occasionally worked for a while, and he would become subdued for short periods of time."

✦ ✦ ✦

"S. entered the class after the third quarter and immediately assumed the lofty position of class leader. She seemed able to compete most successfully on any basis with the other students.

"At first she seemed very constructive and benign, and then she began acting out. She was always very responsive to reasonable requests. As one of the boys so aptly put it, 'she was the most mature girl.' She was greatly respected in the group."

✦ ✦ ✦

"M. was by far the most enigmatic student in the group. She was passive, but quite hostile. It appeared that most people took this passivity for agreeability. She seemed self-conscious and kept her distance from the other students."

✦ ✦ ✦

"J. is an exceptionally agreeable boy who is anxious and willing to work and to please. His attention span is limited. He would start to work with enthusiasm, but if he had to concentrate for an extended time he was unable to cope with it.

"He had to be treated firmly, encouraged to finish his work. When urged and complimented on his ability, he would try harder and succeed."

✦ ✦ ✦

"F. is a shy, introverted boy. At first, if he had to answer a question orally it was an agonizing, torturous situation. A method was

used whereby at least once a day each student, in order, was asked a question. F's reaction to this was good, and he participated with the others. Finally, there were the wonderful days when he volunteered an answer."

✦ ✦ ✦

"V. is probably one of the sweetest girls in the class, but the most bizarre in her habits. She tried every means possible to escape the humdrum reality of life in the most artificial and superficial way. She was the most illiterate of any student, but she was admired by most of the others because she was nonjudgmental, forgiving, and never took offense at anything."

✦ ✦ ✦

"L. was disruptive, unruly, surly, and given to angry outbursts when she first entered the class. After a succession of rebellious and insubordinate behavior incidents I asked to see her mother in school. From that moment on L. became a model student.

"She began to do well in the classroom and got excellent grades. She frequently voiced opinions that were constructive, and seemed to disapprove of some of the other students' behavior, although she was highly regarded in the group and maintained friendships with the others. She constantly groomed herself in the classroom, and exhibited much prejudice."

✦ ✦ ✦

"T. was the most stable of the students. She simply lacked the mental capacity to do ordinary classwork at her grade level. All the other appeared to have emotional disturbances.

"T. was cooperative, disciplined, willing, and attentive in class. She adjusted well in a group where high values were placed on worldliness and sophistication. The group never perturbed her by referring to her overweight."

✦ ✦ ✦

"C. was the target of every other student in the group. They thought of her as the most affluent, and she was also made the object of many anti-Semitic remarks. However, when another girl of the same religion entered the class, the latter assumed immediate popularity.

"C. never really related to anyone else in the group. She always seemed totally involved with herself and her problems and totally out of touch and unconcerned with society in general.

"She seemed to want to belong to the group but was never accepted or liked. She was given to frequent outbursts of temper if she wasn't given her own way."

✦ ✦ ✦

"M. was a good-natured, agreeable boy, whose conduct in class was meritorious on the whole. He did not show a lot of ambition but did his work consistently. History and science interested him considerably.

"He appreciated good food, and was enthusiastic about his job in a restaurant. He often spoke of going to a school of higher education for cooking and food preparation.

"His grooming and general appearance could have been better, and he was in the habit of 'mauling' the girls a lot."

✦ ✦ ✦

"D. has improved in her willingness to be part of the class. She has difficulty in following directions, but works fairly well with a classmate. She speaks quite frequently of her experiences at the institution to which she had been sent some time ago. Her stories of episodes which take place in her home are quite sordid. She is the least ambitious of the group.

"D. is enjoying the course. She read a book for the first time in her life."

✦ ✦ ✦

"A. is bright, verbal, cooperative, and quite capable. He was interested in all the work, did it well, and was eager to please.

"This boy is very much in need of warmth and approval. He wants to improve and learn, is anxious to improve himself and better his position."

✦ ✦ ✦

"K. was helpful and cooperative. Though prone to sporadic chatter and frequent emotional outbursts, she exhibited some inner restraint and respect for authority.

"From a description of her homelife, I gathered that she and her family were the most deprived of any in the class and that drinking and fighting were commonplace in her home. Despite this, she

exhibited a good sense of values and a strong desire to improve and advance.

"Overall, K. was a helpful, reliable class member."

✦ ✦ ✦

"G. is a sweet and charming boy who can do excellent work when he wants to. He is slow and a dreamer, but his ability to learn facts is surprising.

"He is a loner, in and out of school, in spite of his participation on the track team. G. is a dreamer and a fantasy weaver. He dreams of being a millionaire, but doesn't see why he should have to work to achieve this. He is unhappy at home, and often talks about his deceased mother, his father who is never home, and his stepmother."

✦ ✦ ✦

"P. is a bright, sloppy, and capable young man. He did his work diligently and well. He participated in classroom discussions and is capable of thinking through an idea and arriving at a logical conclusion.

"He is also loud-mouthed and vulgar. He is anti-Negro, anti-Semitic, and probably anti-society. He knows the limits of the law and stays within them. He also knows not to join in a group if he thinks they are going to get "into trouble'."

✦ ✦ ✦

"R. has a good potential for learning, but is a very disturbed boy. He has obviously encountered much discrimination and in turn vents these feelings on the Negro. I somehow got the feeling that he was not as anti-Negro as he avowed.

"Just about the time the other boys stopped their use of vulgarity in the room, R. started. I think at this time he started to feel secure in the class, the boys were speaking to him, and he wanted to be one of the boys.

"He was the most concerned about grades, but spoke aloud and out of turn and was not willing to work. He attempted to cheat in every exam (kept a book on his lap).

"However, he reacted extremely well to a compliment on his ability, and would exert a little effort."

✦ ✦ ✦

"C. was a devious student. She would instigate situations while carefully removing herself from suspicion. She was artful and craftfully deceptive.

"She made good grades and had a good mind. She enjoyed doing her best on assignments that took little effort, but the moment effort was required she couldn't have cared less.

"She described a homelife which seemed somewhat unwholesome, and always managed to make a very special friend of one person in the class. This person changed from time to time.

"She, too, seemed absorbed with 'high-living.' She seemed quite fond of boys, and her aim in life seemed to be 'thrills'."

✦ ✦ ✦

"T. came close to being the most disruptive student in the class for a while. He had the least self-control and never followed any instructions. He would interrupt to ask ridiculous, unrelated questions, or look into space, talk, or read the newspaper.

"He seemed to enjoy the role of class clown. He seemed completely immature and needed every action directed. He could do surprisingly well with an assignment if he wanted to make the effort."

✦ ✦ ✦

"W. has the ability and potential to do good work. He is the 'charmer' of the group. He believes a smile will get him through life, and forgiveness for every wrong. This lack of immaturity and unwillingness to work is due, largely, I feel, to W. being the only son in a family of several daughters and somewhat spoiled.

"He buckled down and produced, when he realized test papers and class works were corrected and grades entered. He then applied himself a large part of the time, and even contributed to class discussions at times."

✦ ✦ ✦

"Y. is pleasant, well spoken, and a boy with a high potential, but he is unwilling to work.

He has an amazing facility with words, is good in English, and did fairly well in most subjects with a minimum of effort.

"He has a good sense of moral values for his group and did not hesitate to express them during discussions.

"He is one of the few who expressed the belief that people should not be judged by their color, and after many discussions concluded that all people should have the same opportunities for the 'good things' in life.

"His goals in life are a little higher than the others. I felt that he was the most healthy, 'mentally,' in the group."

✦ ✦ ✦

"S. is a vapid, unsmiling negative boy. He is not interested in doing any work and is constantly grumbling and complaining. He seems to have no opinion on anything except why do we have to do this. He would not cooperate in doing any work, but would panic when tested and be extremely disturbed that he did not pass.

He seemed totally unaware of social interplay. I had the feeling he was being pushed through life and not liking it."

✦ ✦ ✦

"N. seemed to be the student in the class who was most tuned in to 'middle class values.' In my opinion, he has a lot of untapped potential which he seldom used, as he had an extremely frivolous and capricious nature. He is not much interested in producing anything in the way of an assignment. He took quite an interest in things mechanical."

✦ ✦ ✦

"V. is pleasant and agreeable but shows no effort to do any classwork. As soon as a routine was established, however, he buckled down and did fairly well, which was a tremendous improvement. He never put in his utmost effort.

"He can repair anything as well as take apart and destroy. He seemed incapable of leaving anything alone that could be taken apart, for example, removing the pins from the door hinges with his fingers, then immediately restoring the damage when asked to do so.

"He improved gradually when I refused to accept sloppy work."

✦ ✦ ✦

"U. is mature, articulate, and intuitive. He is critical of his classmates, but incapable of seeing their faults in himself.

"His behavior was erratic and impulsive. He sometimes surprised himself by his actions and would look at me and shrug. It is believed that he has not any feeling of right or wrong. He enjoys doing exciting things. He enjoys such thrills as skiing, sky-diving, etc."

✦ ✦ ✦

"E. thinks out problems for himself. Is inclined to resist instruction if he feels it is going to involve any tedium. Is inclined to be loud and boisterous and uses language that is generally vulgar. Is generally unkempt in appearance. He often turns in jobs that are dirty and soiled from handling.

"E. is very immature and given to much giggling. E. improved considerably in writing – as did the remainder of the class."

✦ ✦ ✦

OCEANSIDE PUBLIC SCHOOLS

Oceanside, New York

GUIDED OCCUPATIONAL TRAINING PROGRAM

1. Name ..... Major Parent Occupation .....
2. Address .....
3. Telephone ..... Disabilities .....
4. Emergency Phone .....
5. Prescreened Date .....
6. Parental Agreement (see Attached) Date .....
7. I.Q. ..... Date..... Test .....
8. Achievement ..... Date..... Test .....
   Reading ..... Mathematics .....
9. C.M.D. Test ..... Date .....
   R.P.F. Test ..... Date .....
   Rotter ..... Date .....
   Minnesota Clerical ..... Date .....
   Value Scale ..... Date .....
   Youth Inventory ..... Date .....
   Employer Rating Scale ..... Date .....
   Minnesota Vocational Interest
   Inventory ..... Date .....

Area .....

Special Skills .....

.....

First Job Title ..... Date Started: ..... Left: .....

Firm Name ..... Supervisor .....

Second Job Title ..... Date Started: ..... Left: .....

Firm Name ..... Supervisor .....

Vocational Program:

D.E..... B.E..... H.E..... I.A.....

COPY OF REPORT CARD GIVEN TO ALL STUDENTS IN GUIDED OCCUPATIONAL TRAINING PROGRAM

NAME	First Rep.	2nd Rep.	Sem. Av.	3rd Rep.	4th Sem.	Sem. Av.	Yr. Av.	Units
No. Days Absent — Class								
No. Days Tardy								
Language Arts								
Citizenship								
Related Math								
Related Laboratory Course								
Related Laboratory Experience								
Physical Education								
Use of Time*	Class							
	Work							

* 1. Uses time well
  2. Uses time reasonably well
  3. Uses time poorly

E — Excellent
S — Satisfactory

Parents' Signature	Teachers' Comments
1.	
2.	
3.	
4.	

OCEANSIDE PUBLIC SCHOOLS
Oceanside, New York

GUIDED OCCUPATIONAL TRAINING PROGRAM

Matthew Levy,
Morton Schwartzstein,
Program Coordinators

EMPLOYER RATING FORM

STUDENT ..... Date .....

EMPLOYER'S FIRM NAME .....

SUPERVISOR'S NAME .....

Dear Supervisor,

To help us evaluate and assist the student in your employ, please fill out the following form as frankly as possible.

Place a check mark where appropriate. Thank you.

	Excellent	Satisfactory	Needs Improvement
I. PERSONAL			
Interest and willingness to work.			
Cooperation with others.			
Dependability. Responsibility.			
Punctuality.			
II. SKILL DEVELOPMENT			
Learning job.			
Accomplishes assigned work.			

III. Simple description of job student is doing.

IV. Is this the same job they did last month? Yes..... No.....
Any additional comments on reverse side, please.

Supervisor's signature

OCEANSIDE SENIOR HIGH SCHOOL

Oceanside, New York 11572

GUIDED OCCUPATIONAL TRAINING PROGRAM

June, 1967

Dear

You are being asked to rate a group of students' records according to the criteria explained in the attached manual. These classifications have been derived by utilizing the national norms for each item when available, or the Oceanside norms where national norms were not available. In each category we have attempted to have a similar proportion of the population as can be found in a normal distribution.

You will be asked to rate a group of students on two different occasions, in order to help us determine the reliability of the rating scale we are utilizing.

Should you feel any other areas need be evaluated, or if you wish to offer any comments, please feel free to do so.

Thank you for your cooperation.

Very truly yours,

Morton N. Schwartzstein,
Matthew Levy,
Principal Investigators.

Rating Scale Information

Please evaluate the records of students according to the terms defined below for each criteria.

CRITERIA I — I.Q.

	Rating
I.Q. below 77	4
78–87	3
88–92	2
93–97	1
above 97	0

CRITERIA II – VIII — ACHIEVEMENT TESTS

Each test score of the Standardized Test of Educational Progress (STEP) is reported in a band score, which is in national norms.

Rate the lowest number in the band score as follows:

Lower Band Range	Rating
0–10	4
11–20	3
21–30	2
31–40	1
above 40	0

CRITERIA IX — ACADEMIC AVERAGE

The student's ninth grade midyear semester averages in English, social studies, science, and mathematics have been calculated. All scores have been averaged together. These are to be rated as follows:

Average	Rating
below 65	4
67–74	3
75–79	2
80–84	1
85 and above	0

CRITERIA X — PREVOCATIONAL AVERAGE

Each student to be rated has been taking a prevocational course. Since the Guided Occupational Training program is a vocationally oriented program, success in prevocational subjects, such as industrial arts, introduction to business and home economics, should be a positive indicator in future vocational endeavors.

The higher the grade, the higher the rating; the lower the grade, the lower the rating. The grade averages are to be rated as follows:

Average	Rating
100–90	4
89–80	3
79–70	2
69–65	1
below 65	0

CRITERIA XI AND XII — TRACKS (English)

Each student is currently in an academic track, and has been recommended for a track for the 10th grade.

The tracks are to be rated as follows:

Track	Rating
Modified	4
General	3
Average	2
Fast	1
Honor	0

CRITERIA XIII — COUNSELOR RECOMMENDATION

Each ninth grade counselor has been asked to recommend the eligible students for the Guided Occupational Training program. The counselor's recommendation is to be rated as follows:

	Rating
Recommended	4
Questionable	2
Not recommended	0

March 1968

So that we may understand your child better, please complete the following:

Parent's Name ....
Father *Mother (Maiden Name)*

Number of children in family: ..... boys ..... girls

Parental Status: ..... Married ..... Separated
..... Divorced ..... Stepfather
..... Guardian ..... Stepmother
..... Widower

Major Family Occupation:

....
Father — Job Title *Mother — Job Title*

Educational Background — Circle appropriate number

Father — grades
completed 6 7 8 9 10 11 12 13 14 15 16

Mother — grades
completed 6 7 8 9 10 11 12 13 14 15 16

Current annual family income:

Below $9,000 ..... above $9,000 .....

Thank you,

MORTON H. SCHWARTZSTEIN
MATTHEW LEVY
Directors, Guided Occupational Training

PARENT QUESTIONNAIRE

Please check appropriate boxes.

1. Has your child's attitude toward school changed this year, or since entering the Guided Occupational Training Program?
   ..... Yes ..... No
   If yes, ... better .....worse
2. Has your child's attendance changed this year?
   ..... Yes ..... No
   If yes, ... better .....worse
3. Has your child discussed any feelings about his/her first job through this program?
   ..... Yes ..... No
   If yes, ... favorable ..... unfavorable
4. If there has been more than one job – has there been any comments about the latest job?
   ..... Yes ..... No
   If yes, ... favorable ..... unfavorable
5. Has there been any change in your child's behavior at home since his/her entrance in the Guided Occupational Training Program?
   ..... Yes ..... No
   If yes, ... favorable ..... unfavorable
6. In junior high did your child express any feelings of accomplishment in school?
   ..... Yes ..... No
   If yes, ... favorable ..... unfavorable
7. In junior high, was your child experiencing success in his school studies?
   ..... Yes ..... No
8. Do you feel that your child is enjoying school now?
   ..... Yes ..... No
   If yes, why? .....
   If no, why? .....

Please feel free to add any additional comments that you feel are appropriate, below or on the reverse side.

Thank you,

MORTON H. SCHWARTZSTEIN
MATTHEW LEVY
Directors, Guided Occupational Training